DOCUMENT RESUME

ED 241 110 JC 840 134

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TITLE Nursing 286: Preparing for the California State Boards--A Review Course for Registered Nurse Graduates.
PUB DATE Mar 84
NOTE 18p.; Graduate seminar paper, University of California, Los Angeles.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Nursing; *Nursing Education; *Student Certification; *Test Coaching; Two Year Colleges

ABSTRACT

A description is provided of a two-year college course designed to prepare graduates from accredited nursing programs to take the California State Board Examinations. A course rationale, information on the curricular placement of the course and the targeted student population, and a glossary of terms are presented first. A description of the long-range objectives of the course (e.g., 80% success rate for students taking the State Boards and 80% employment rate in a nursing-related capacity) is followed by a list of instructional materials, including the required and recommended texts and audiovisual materials. Next, the following course units are described: (1) medical nursing; (2) surgical nursing; (3) obstetrical and gynecological nursing; (4) pediatric nursing; (5) psychiatric nursing; (6) ethical and legal issues in nursing; and (7) life-support techniques. Each unit description includes a short rationale for the unit, statements of goals and related objectives, a description of planned activities, and sample test items. Finally, a section on evaluation outlines the course grading scheme, procedures for course revision, and estimates of the number of students who will achieve the course's objectives and provisions for those students who do not. (LAL)

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Nursing 286

Preparing for the California State Boards -

a Review Course for Registered Nurse Candidates

Nursing Department

Burlingame Community College

Los Angeles

Cheryl Lane

March 1984

Education 431-B

JC 840 134

Rationale for the Course

The main function of this course is to prepare graduates from accredited nursing schools to write the California State Board exams. It is my belief that a solid review of base knowledge in the main areas of nursing will adequately prepare the Registered Nurse candidate for successful completion of the exam. Students enrolled in this course will gain confidence and specific knowledge in nursing physiology, theories, and treatments enabling them to write the State Board exam with a higher degree of success.

Curricular Placement

This course shall come under the Nursing Department's curriculum jurisdiction, and shall be taught by this said department. The course will be offered in both the Fall and Spring Semesters.

Time Assignment

The students will meet for three hours of lecture per week for the duration of the twenty week semester. (Exception: classes will not meet during the Winter/Spring break.) Class size will be limited to fifty students.

Description of Student Population

All students will be expected to have successfully completed the basic nursing department requirements, with the exception of those students finishing their last semester of nursing courses. These specific students may enroll in the course concurrently, but must have the written permission of the Nursing Department.

Any Registered Nurse candidate may enroll in this course, class size permitting, as long as they have successfully completed a program of nursing from an accredited college or university.

It should be noted here that preference will be given to the students of this school's nursing program wishing to enroll in this course. Students from other nursing programs will be permitted to enroll after class size is determined.

The anticipated student drop-out rate is expected to be low. Those Registered Nurse candidates who are motivated to take this course will undoubtedly remain for the whole semester. It is in their best interest to remain in the course.

Glossary

apply: relate sets of data to formulae or principles in a manner to approach accurate solutions.

assessment: the determination of ability, skill, or attitude.

community: the locale from which the college draws its students and/or its support.

community college: a two-year, comprehensive college organized and supported publicly for the purpose of providing a wide variety of programs for a broad range of students.

course: a sequence that has objectives, media, and assessment.

curriculum: any set of courses.

evaluate: apply criteria in order to form judgment; determine worth.

goal: the general outcome toward which the student is directed.

know: be able to recall data.

objective: the specific ability, skill, or attitude which the student is expected to attain.

Registered Nurse candidate: a student who has graduated from an accredited nursing school, who is waiting to take the State Board exam for licensure.

understand: comprehend, translate, or explain in simple terms.

Long-range Course Objectives

1.) By the end of the course, the student will demonstrate knowledge in the seven specific unit areas by successfully completing all requirements of the course as determined by the instructor. (ie: written exams, verbal discussions, typed papers)

2.) On being visited three months after the student has written the California State Board exam, 80% of the students will verify success by listing their exam scores and producing a copy of their new R.N. license.

3.) Of the students completing the course, 80% will be employed in a nursing-related capacity requiring professional, R.N. licensure.

List of Units of Instruction

1.) Medical Nursing - 4 weeks

2.) Surgical Nursing - 4 weeks

3.) Obstetrical/Gynecological Nursing - 3 weeks

4.) Pediatric Nursing - 3 weeks

5.) Psychiatric Nursing - 3 weeks

6.) Legal/Ethical Issues in Nursing - 2 weeks

7.) Life Support Techniques in Nursing - 1 week

Materials of Instruction

Required text: A.M. Smith (ed.) R.N. State Board Review. the C.V. Mosby Company: St. Louis, 1980.

Recommended Texts (on reserve in the library.)

Bergerson, B.S. Pharmacology in Nursing. (13th ed.) the C.V. Mosby co.: St louis, 1976.

Brunner, L.S. Textbook of Medical-Surgical Nursing (3rd ed.) J.B. Lippincott Co.: Philadelphia, 1980.

Burgess, A. Psychiatric Nursing (2nd ed.) Prentice-Hall, Inc.: New Jersey, 1976.

Lerch, C. Maternity Nursing (3rd ed.) C.V. Mosby Co.: St. Louis, 1978.

Marlow, D.R. Textbook of Pediatric Nursing. (5th ed.) W.B. Saunders Co.: Philadelphia, 1981.

Williams, S.R. Essentials of Nutrition. C.V. Mosby Co.: St. Louis, 1974.

Audio-Visual Materials (on reserve in the Media Learning Center)

"Interviewing Techniques", S. Ludlow, Cassette #2478.

"Basic Cardiac Life Support", J. Jones, Cassette #4187.

"Advanced Cardiac Life Support", J. Jones, Cassette #4188.

"The Therapeutic Milieu", S. Turner, Cassette #2164.

Unit Organization

Unit I - Medical Nursing

A basic understanding of medical conditions and the appropriate nursing interventions is a prerequisite for the professional Registered Nurse.

I.) Goal: The student will know basic physiology of the human system.

Objective: Student will demonstrate basic understanding of the physiological systems by successfully completing a post-test (multiple choice) evaluating basic knowledge.

80

II.) Goal: The student will understand selected pathophysiologic conditions and know the specific nursing therapies and treatments of these medical conditions.

Objective: Given a list of specific medical conditions, the student will match these conditions to the appropriate nursing interventions. 90

Planned Activities

Learning of the material in this Unit will be facilitated by formal lecture (12 hours) and evaluated by multiple choice and matching tests.

Sample Test Items

Multiple Choice - Choose the appropriate response.

1.) The renal system is composed of:

a.) aorta and vena cava

b.) pelvis and kidneys

c.) kidneys and ureters

d.) urethra and bladder

Matching - match the appropriate nursing response to each situation.

1.) skin breakdown; heel sores noted

2.) Patient with a history of Myocardial Infarction

3.) Patient on complete bedrest

4.) Patient is a known diabetic

a.) turn patient every 2 hours; assess for skin integrity

b.) apply heel protectors

c.) monitor serum glucose levels every 6 hours

d.) monitor EKG, assess for changes

Unit II - Surgical Nursing

A basic understanding of surgical procedures and the related nursing interventions is a requirement for the Registered Nurse.

I.) Goal: The student will have a basic understanding of nursing interventions associated with surgical procedures.

Objectives: The student will successfully pass a post-test (multiple choice) evaluating aquired knowledge of surgical nursing.

90

Planned Activities

Learning shall be facilitated by formal lecture (12 hours) and evaluated by a multiple choice post-test.

Sample Test Items

Multiple choice - select the appropriate response.

1.) A chest tube is inserted for a tension pneumothorax, the purpose of which is to:

a.) drain the fluid off

b.) re-inflate the collapsed lung

c.) keep the positive pressures equal

d.) allow for access to the lung

Unit III - Obstetrical and Gynecological Nursing

A general understanding of Ob/Gyn conditions and their related nursing interventions is required of the Registered Nurse.

I.) Goal: The student will gain basic knowledge of obstetrical conditions and their related nursing interventions.

Objective: After completion of this unit, the student will demonstrate understanding of the material by successfully matching given situations with their appropriate nursing interventions.

80

II.) Goal: The student will show knowledge of gynecological conditions and the appropriate nursing interventions.

Objective: In class, given five gynecological conditions, the student will choose three and in fifty to one hundred words, discuss the related nursing interventions.

90

Planned Activities

Learning will be facilitated by formal lecture (9 hours) and evaluated by post-tests (one matching and one short essay).

Sample Test Items

Matching - match the Ob condition with the correct nursing response.

1.) the fundus is boggy one day after delivery.

2.) lochia rubra is noted four days post-partum

3.) cervix is dilated 8 centimeters

4.) fetal heart rate is 100.

a.) nurse should notify the doctor immediately

b.) patient is ready to go to the delivery room

c.) normal response, continue to assess periodically

d.) not critical at this time, continue to assess

Short Essay - choose three from the five Gyn conditions and discuss the nursing implications.

1.) radium implant for cervical cancer

2.) total hysterectomy

3.) counseling an eighteen year old on birth control

4.) indications for menopause

5.) amenorrhea in a marathon runner

Unit IV - Pediatric Nursing

An understanding of pediatric conditions and their specific nursing implications is essential knowledge for the Registered Nurse.

I.) Goal: The student will understand selected pediatric conditions and choose the appropriate nursing interventions.

Objective: Outside of class, the student will write a 2500 word paper describing one pediatric condition and the nursing interventions that are indicated for that child. The paper should focus on the nursing interventions specific to the growth and developmental level of the child.

100

Planned Activities

Learning shall be facilitated by formal lecture and evaluated by successful completion of a 2500 word paper written outside of class.

Unit V - Psychiatric Nursing

An understanding of psychiatric concepts and nursing interventions is essential for the candidate Registered Nurse to be successful on State Boards.

I.) Goal: The student will understand concepts of sociopathic behavior and the appropriate nursing interactions.

Objective: Given fifty definitions of psychiatric conditions and situations, the student will select the correct nursing interaction.

80

Planned Activities

Learning shall be facilitated by formal lecture and audio-visual media aids. Evaluation will be based on a matching test.

Sample Test Items

Match each situation with the correct nursing interaction.

1.) paranoid schizophrenic	a.) assess lithium levels and medication schedule
2.) the anxious patient	b.) allow patient to verbalize feelings
3.) a manic/depressive experiencing a strong manic phase	c.) orient patient to time, place, and person
4.) patient is disoriented and confused	d.) supportive therapy is important to diminish suspicious ideations

Unit VI - Ethical/Legal Issues in Nursing

Familiarity with current ethical and legal issues in nursing is important for the Registered Nurse so that he/she may be aware of implications resulting from professional care.

I.) Goal: Student will become familiar with current ethical and legal issues as they relate to nursing.

Objective: Upon completion of this Unit, the student will be able to verbally, in class, discuss and evaluate one paramount legal or ethical issue related to the Registered Nurse. This discussion is expected to last fifteen minutes and may take any form that the student chooses (ie: debate, panel, lecture).

80

Planned Activities

Formal lecture will facilitate learning, along with in class discussion of one major issue in nursing.

Unit VII - Life-Support Techniques

All professionals in the health care field must know the concepts of life-support techniques and should be able to demonstrate these techniques adequately.

I.) Goal: The student will have the basic knowledge necessary to function adequately in a life-threatening situation (whether in the hospital or in public). This includes knowledge of CardioPulmonary Resuscitation, emergency drugs, defibrillation, and ElectroCardiogram evaluation.

Objectives: 1.) At the completion of this Unit, the student will successfully pass a post-test (multiple choice) evaluating CPR knowledge.

90

2.) The student will, in class, demonstrate the CPR technique on a special mannequin supplied by the Nursing Department.

3.) In class, the student shall participate in a small group "mock" code by managing one aspect of the life-supporting techniques. (ie: IV drugs, evaluation of EKGs, ventilating the patient)

Planned Activities

Learning of life-support techniques will be facilitated by formal lecture, audio-visual media, active participation/demonstration, and role playing in small groups.

Sample Test Items

Multiple choice - choose the appropriate response.

1.) When 2 people are administering CPR, the correct

ventilation/compression ratio is:

a.) one breath to fifteen compressions

b.) one breath to every five compressions

c.) three breaths to every seven compressions

d.) none of the above

Evaluation

Grading scheme for students

All tests listed in the objectives have been assigned a specific degree of accuracy. This level will be considered adequate for minimal, successful achievement of the objective. Students who adequately meet most of the objectives listed in each Unit will receive the grade of A or A-.

Procedures for revising the course

A student questionnaire will be offered at the end of the course to ascertain the students' opinion of the review course, the material presented, and the effectiveness of the instructor. These questionnaires will be scored and evaluated to determine the quality and usefulness of the course.

In addition to the student questionnaires, students will be contacted four months after completion of the State Board exam to determine the success rate of the review course graduates. A success rate of 80% in each test area will be acceptable for this course. If the success rate is less than 80% in any area, then the course will be thoroughly re-evaluated and altered in the appropriate Unit areas.

Estimated number of students who will achieve objectives and provision for students who fail to meet level.

It is estimated that most students (90%) will meet objectives and successfully pass this course. In the past, grade distributions have supported this assumption. If the student completes most of the objectives (ie: tests, papers, in class demonstrations and discussions), then the student will receive a passing grade.

If a student is not meeting selected objectives, educational counseling is the first step initiated. It is imperative to discover why the student is having difficulty and to correct the situation. In some instances, the student will be allowed to make-up certain objectives as deemed necessary by the instructor. In any case, if a student fails to meet one objective, this does not lead to failure of the complete course.

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APR 20 1984